DOCUMENT RESUME

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TITLE	Interim EMR-EH Program; End of Project Year Report: 1972-1973. ESEA, Title III Project.
INSTITUTION	Clark County School District, Las Vegas, Nev.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nevada State Dept. of Education, Carson City.
REPORT NO	38-72-0207-0
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DESCRIPTORS	*Academic Achievement; *Behavior Change; Course Objectives; Curriculum; *Educable Mentally Handicapped; Educationally Disadvantaged; *Evaluation Methods; Exceptional Child Education; Mentally Handicapped; Operant Conditioning; Parent School Relationship; Program Descriptions; *Program Evaluation; Secondary Education; Student Evaluation
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

Presented is the end of project year (1972-1973) report of an interim program to improve the academic performance and behavior of 48 educable mentally retarded and educationally handicapped adolescents 12- to 17-years-old who had been excluded from special education classes. Reported are performance measures (such as teacher developed inventories and anecdotal records) in four revised program objectives: student achievement in specialized curriculum to develop reading, arithmetic, social, and preoccupational skills; increased student academic output and rate of appropriate behavior through implementation of operant principles; successful student return to regular special education programs; and parent contact. Included in the appendixes are sample student evaluation forms in social living and occupational skills, an explanation of the reinforcement point system used, and the anecdotal records of the 48 students. (CL)

ED101505

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CLARK COUNTY SCHOOL DISTRICT

ESEA, TITLE III PROJECT

Interim EMR-EH Program

End of Project Year Report

1972-1973

ESEA, TITLE III

INTERIM EMR/EH PROGRAM

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APPENDICES

APPENDIX A Locally Developed Forms

APPENDIX B Student Data

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Carson City, Nevada 89701

END OF PROJECT YEAR REPORT

PART I - STATISTICAL DATA

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION

1. PROJECT TITLE

INTERIM EMR/EH PROGRAM

2. APPLICANT (Local Education Agency)

CLARK COUNTY SCHOOL DISTRICT

3. ADDRESS (Number, Street, City, Zip Code)

2832 EAST FLAMINGO ROAD
LAS VEGAS, NEVADA 89121

4. NAME OF COUNTY

CLARK

PROJECT # 38-72-0207-0

5. NAME OF PROJECT DIRECTOR

DENNIS ORTWEIN

6. ADDRESS (Number, Street, City, Zip Code)

2832 EAST FLAMINGO ROAD
LAS VEGAS, NEVADA 89121

Phone Number

736-5438

Area Code

702

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this report.

PERSON COMPLETING REPORT (Name and Title)	DATE SUBMITTED
Frank F. Dixon, Director - Federal & Special Programs	9/30/73

EDN 89-10-17
(3/70)

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SECTION B- TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS

1.		Pre-Kinder-garten	Kinder-garten	Grades 1-6	Grades 7-12	ADULTS (Exclude teachers receiving inservice training)	Teachers Receiving Inservice Training	Totals
a. ENROLLMENT of School District(s) Served	(1) Public Schools		4,867	35,868	32,762			75,145
	(2) Nonpublic Schools			NA				
October, 1972 b. Number of Persons Directly Participating in Project	(1) Public Schools				48	48	2	98
	(1) Nonpublic Schools			NA				

2. TOTAL NO. & PERCENT OF PARTICIPANTS BY ETHNIC GROUPS (applicable to figures given in Sec. B-1-b)

White		Negro		American Indian		Oriental American		Spanish Surname		Other (Specify)		Total	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
11	23%	36	75%					2	2%			48	100

3. RURAL/URBAN PERCENTAGE DISTRIBUTION OF PARTICIPANTS BEING SERVED BY PROJECTS*

PARTICIPANTS	REMOTE RURAL		RURAL		STANDARD METROPOLITAN AREA		Other Urban
	Farm	Non-farm	Farm	Non-farm	Low-socio-Economic Area	Other	
PERCENT OF TOTAL NUMBER SERVED (Based on total given in Section B-1b)					90%	10%	

*REMOTE RURAL means an outlying area of less than 5,000 inhabitants.

RURAL means an outlying area of more than 5,000 inhabitants but less than 15,000 inhabitants.

STANDARD METROPOLITAN AREA – LOW-SOCIO-ECONOMIC AREA means an area with low-socio-economic levels within a city of 50,000 inhabitants or more.

OTHER means areas in cities of 50,000 inhabitants or more other than those with low-socio-economic levels.

OTHER URBAN means areas with less than 50,000 inhabitants but more than 15,000 inhabitants.

The total percent distribution must total 100%.

* Includes 1,648 Special Education Students

SECTION C - TITLE III PROJECT STAFF*

PERSONNEL PAID BY TITLE III FUNDS (Report FTE in decimal fractions)

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT				NEW STAFF HIRED FOR PROJECT			
	Number Full-Time in Function	Part-Time in Function		Total Full-Time Equivalency (Col. 2+4)	Number Full-Time in Function	Part-Time in Function		Total Full-Time Equivalency (Col. 6+8)
		Number of Persons	Full-Time Equiv.			Number of Persons	Full-Time Equiv.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. ADMINISTRATION-SUPERVISION	1	1	.1	1.1				
2. TEACHER (a) PREKINDERGARTEN								
(b) KINDERGARTEN								
(c) GRADES 1 - 6								
(d) GRADES 7 - 12						2	.02	.02
(e) OTHER (Specify)								
3. SPECIALISTS (Other than regular teachers): ARTISTS, SCIENTISTS, MUSICIANS, ETC.								
4. TECHNICIANS (Audiovisual, Computer Specialists, etc.)								
5. PUPIL PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance Workers)								
6. MEDICAL, HEALTH, AND PSYCHIATRIC PERSONNEL								
7. RESEARCHERS, EVALUATORS								
8. PLANNERS AND DEVELOPERS								
9. DISSEMINATORS (Writers, Public Relations Personnel, Editors, etc.)								
10. OTHER PERSONNEL								
11. PARAPROFESSIONAL, TEACHER AIDES, ETC.						3	1.5	1.5
12. OTHER NON-PROFESSIONAL (Clerical, Bus Driver, etc.)					1			1

*Give the number of persons to be paid with Title III funds in the various categories indicated. Pupil personnel workers also include guidance personnel, social workers, and psychologists.

Regular staff refers to personnel who were employed by the school systems prior to the Title III project. Full- or part-time refers to time spent working in a particular function.

Staff members who administer inservice training should be identified in Section D, item 2(e), columns (2) through (9). Insert "Inservice" after "Other".

COLUMNS (2) and (3): Give the number of regular staff members assigned to projects. Full- and Part-time personnel may have part-time assignments in more than one function.

COLUMN (4): To compute full-time equivalency (FTE), add the total number of hours worked per week by part-time personnel and divide by the number of hours in the usual full-time work week.

COLUMN (5): Add totals of columns (2) and (4).

COLUMNS (6) - (8): Give the number of new staff members hired specifically for Title III projects.

COLUMN (9): Add totals of columns (6) and (8).

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SECTION D SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES FOR ALL PROJECT ACTIVITIES DURING PROJECT YEAR.

(Persons, estimated cost and number of projects may be counted more than once)

MAJOR PROGRAMS (1)	NUMBER OF PUPILS BY GRADE LEVEL (Public and nonpublic schools)				Number of Nonpublic School Pupils (6)	Out of School Youth (7)	ADULTS (Exclude teachers receiving training) (8)	Teachers Receiving Inservice Training (9)	Total Number of Participants (10)	Total Estimated Cost (11)
	Prekindergarten (2)	Kindergarten (3)	1-6 (4)	7-12 (5)						
1. Development, Planning, Evaluation or Dissemination Activities										$ 9300.
2. Better Utilization of Inservice Educational or Instructional Personnel										
3. Program for Institutional Improvement (*Organization, Administration, Management*)										
4. Educational Centers Serving a Large Area										
5. Improving or Expanding Curriculums										
Art (music, theater, etc.)										
English, Language Arts										
Foreign Languages										
Mathematics										
Sciences										
Social Studies/Humanities										
Vocational Skills and Attitudes										
Other Areas										
6. Educational Technology Media Computers										
TV/Radio										
Other (*Specify*)										
7. Improving Classroom Instruction Flexible Scheduling, Individual Instruction										
Other (*Specify*)										

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SECTION D Continued

MAJOR PROGRAMS (1)	NUMBER OF PUPILS BY GRADE LEVEL (Public and nonpublic schools) Prekindergarten (2)	Kindergarten (3)	1-6 (4)	7-12 (5)	Number of Nonpublic School Pupils (6)	Out of School Youth (7)	ADULTS (Exclude teachers receiving training) (8)	Teachers Receiving Inservice Training (9)	Total Number of Participants (10)	Total Estimated Cost (11)
8. Remedial and Special Education Handicapped				48			48	2	98	26,700
Gifted										
Remedial Reading										
Speech and Hearing										
Other (*Specify*)										
9. Pupil Personnel Services Guidance										
Social Work										
Health (*Medical, Nursing, Physchiatric, etc.*)										
Psychological										
Attendance										
10. Community Service or Participation										
11. Meeting Critical Educational Needs Urban										
Rural										
Handicapped										
Early Childhood										
Vocational										
Minority Groups										
12. Summer Programs										

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SECTION D CONTINUED - Complete this page if project served handicapped children

HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	0-5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
1. TRAINABLE MENTALLY RETARDED													
2. EDUCABLE MENTALLY RETARDED		2	19										
3. LEARNING DISABLED													
4. EMOTIONALLY DISTURBED			27										
5. OTHER HEALTH IMPAIRED													
6. CRIPPLED													
7. VISUALLY HANDICAPPED													
8. DEAF-BLIND													
9. DEAF													
10. HARD OF HEARING													
11. SPEECH IMPAIRED													
TOTAL						.02	1.5	2.1	3.62	2	3	0	5

SECTION D CONTINUED - Complete this page if project served Handicapped Children

HANDICAPPED COMPONENT EXPENDITURES

PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING	EXPENDITURES *(Estimated)*
1. TRAINABLE MENTALLY RETARDED	$
2. EDUCABLE MENTALLY RETARDED	11,748.00
3. LEARNING DISABLED	
4. EMOTIONALLY DISTURBED	14,952.00
5. OTHER HEALTH IMPAIRED	
6. CRIPPLED	
7. VISUALLY HANDICAPPED	
8. DEAF-BLIND	
9. DEAF	
10. HARD OF HEARING	
11. SPEECH IMPAIRED	
TOTAL	$ 26,700.00

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TABLE 1

IN-SERVICE EDUCATION FUNDED BY TITLE III

Activity Assignment	YEAR 1		YEAR 2		YEAR 3	
	Number of Participants	Average Number of Training Hours	Number of Participants	Average Number of Training Hours	Number of Participants	Average Number of Training Hours
1 DIRECTION AND MANAGEMENT	1	100				
2 TEACHING	2	60				
3 TEACHING AIDE	3	40				
4 SUPERVISION						
5 OTHER PROFESSIONAL						
6 NON-PROFESSIONAL						
7. TOTAL	6					
8. PARENTS	48	4				
9. OTHER COMMUNITY PERSONS						
10. TOTAL	48					

TABLE 2

TITLE III PROJECT FUNDING SUMMARY

	DATE		SOURCE				
	From	To	Title III Grant	Other Federal*	Local	Total Budget	Total Expenditures**
YEAR 1	7-1-72	6-30-73	39,227			36,287	36,287
YEAR 2							
YEAR 3							
TOTAL							

*Please identify.

**Include funds obligated as well as expended.

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BUDGET & EXPENDITURE REPORT FORM

☐ Proposed Budget ☐ Negotiated Budget ☐ Estimated Expenditure Report ☒ Final Expenditure Report

Name & Address of Applicant Agency:

CLARK COUNTY SCHOOL DISTRICT
2832 EAST FLAMINGO ROAD
LAS VEGAS, NEVADA 89121

Project # 38-72-0207-0
Grant # NSDE-002-005-72
Budget Period:
Begin: 7-1-72 End: 6-30-73

☐ Title I
☒ Title III *
☐ Other (specify) _____

*If for Title III, indicate funds for special education programs for handicapped children included in this project $ -0-

ACCOUNT NO. (1) State	Federal	EXPENDITURE ACCOUNTS (2)	SALARIES (3)	CONTRACT (4)	OTHER (5)	TOTAL (6)
100	100	ADMINISTRATION:	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
110	110	Certified Salary	1,936.80	XXXXXXXXXX	XXXXXXXXXX	1,936.80
120	115	Non-Certified Salary		XXXXXXXXXX	XXXXXXXXXX	
190	120	Contract Services	XXXXXXXXXX		XXXXXXXXXX	
190	130	Other Expenditures	XXXXXXXXXX	XXXXXXXXXX		
		ADMINISTRATION TOTAL	1,936.80			1,936.80
200	200	INSTRUCTION:	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
211	211	Salaries, Direct. & Man.		XXXXXXXXXX	XXXXXXXXXX	
212	212	Salaries, Supervision	11,879.13	XXXXXXXXXX	XXXXXXXXXX	11,879.13
213-215	213	Salaries, Teachers	192.00	XXXXXXXXXX	XXXXXXXXXX	192.00
216	214a	Salaries, Librarian		XXXXXXXXXX	XXXXXXXXXX	
217	214c	Salaries, Guidance		XXXXXXXXXX	XXXXXXXXXX	
220	215	Salaries, Sec. & Cleric.	5,310.63	XXXXXXXXXX	XXXXXXXXXX	5,310.63
220	216	Salaries, Non-Cert. Inst.	6,231.67	XXXXXXXXXX	XXXXXXXXXX	6,231.67
230	220	Supplementary Textbooks	XXXXXXXXXX	XXXXXXXXXX		
240	230	Library & A.V. Materials	XXXXXXXXXX	XXXXXXXXXX		
291	240	Instructional Supplies	XXXXXXXXXX	XXXXXXXXXX	2,966.07	2,966.07
292	250	Other Expense, Instruction	XXXXXXXXXX	XXXXXXXXXX	1,567.54	1,567.54
292	250c	Contract Services	XXXXXXXXXX		XXXXXXXXXX	
		INSTRUCTION TOTAL	23,613.43		4,533.61	28,147.04
310	300	ATTENDANCE SERVICES:	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
311	310	Salaries		XXXXXXXXXX	XXXXXXXXXX	
319	320	Other Expense	XXXXXXXXXX	XXXXXXXXXX		
		ATTENDANCE SERVICES TOTAL		XXXXXXXXXX		
320	400	HEALTH SERVICES:	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
321	410	Salaries		XXXXXXXXXX	XXXXXXXXXX	
329	420	Other Expense	XXXXXXXXXX			
		HEALTH SERVICES TOTAL				
400	500	PUPIL TRANSPORTATION:	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
410-420	510	Salaries		XXXXXXXXXX	XXXXXXXXXX	
491	520	Contract Services	XXXXXXXXXX		XXXXXXXXXX	
499	560	Other Expense	XXXXXXXXXX	XXXXXXXXXX		
		PUPIL TRANSPORTATION TOTAL				

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ACCOUNT NO. (1) State	Federal	EXPENDITURE ACCOUNTS (2)	SALARIES (3)	CONTRACT (4)	OTHER (5)	TOTAL (6)
500	600	*OPERATION OF PLANT:*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX
520	610	*Salaries*		XXXXXXXXXXX	XXXXXXXXXXX	
599	620	*Contract Services*	XXXXXXXXXXX		XXXXXXXXXXX	
591	630	*Heat for Buildings*	XXXXXXXXXXX	XXXXXXXXXXX		
592	640	*Utilities*	XXXXXXXXXXX	XXXXXXXXXXX		
593	650	*Supplies*	XXXXXXXXXXX	XXXXXXXXXXX		
599	660	*Other Expense*	XXXXXXXXXXX	XXXXXXXXXXX		
		OPERATION OF PLANT TOTAL				
600	700	*MAINTENANCE OF PLANT:*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX
620	710	*Salaries*		XXXXXXXXXXX	XXXXXXXXXXX	
690	720	*Contract Service*	XXXXXXXXXXX		XXXXXXXXXXX	
630	730	*Replacement of Equipment*	XXXXXXXXXXX	XXXXXXXXXXX		
690	740	*Other Expense*	XXXXXXXXXXX	XXXXXXXXXXX		
		MAINTENANCE OF PLANT TOTAL				
700	800	*FIXED CHARGES:*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX
721	810a	*State Retirement*	XXXXXXXXXXX	XXXXXXXXXXX	1,532.96	1,532.96
722	810b	*Social Security*	XXXXXXXXXXX	XXXXXXXXXXX		
732	820b	*Employee Insurance*	XXXXXXXXXXX	XXXXXXXXXXX	1,146.54	1,146.54
740	830	*Rent*	XXXXXXXXXXX	XXXXXXXXXXX		
790	850	*Other Expense*	XXXXXXXXXXX	XXXXXXXXXXX		
		FIXED CHARGES TOTAL	XXXXXXXXXXX	XXXXXXXXXXX	2,679.50	2,679.50
330	900	*FOOD SERVICE:*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX
331-332	910	*Salaries*		XXXXXXXXXXX	XXXXXXXXXXX	
339	920	*Other Expense*	XXXXXXXXXXX	XXXXXXXXXXX		
		FOOD SERVICE TOTAL		XXXXXXXXXXX		
340	1000	*STUDENT BODY ACTIVITIES:*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX
341-342	1010	*Salaries*		XXXXXXXXXXX	XXXXXXXXXXX	
349	1020	*Other Expense*	XXXXXXXXXXX	XXXXXXXXXXX		
		STUDENT BODY ACT. TOTAL		XXXXXXXXXXX		
370	1100	*COMMUNITY SERVICES:*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX
372	1110a	*Salaries, Recreation*		XXXXXXXXXXX	XXXXXXXXXXX	
379	1110b	*Other Expense, Recreation*	XXXXXXXXXXX	XXXXXXXXXXX		
379	1120	*Civic Activities*	XXXXXXXXXXX	XXXXXXXXXXX		
379	1150	*Welfare Activities*	XXXXXXXXXXX	XXXXXXXXXXX		
379	1160	*Non-Public School Expense*	XXXXXXXXXXX	XXXXXXXXXXX		
		COMMUNITY SERVICES TOTAL		XXXXXXXXXXX		
100-1100		*S U B - T O T A L*	25,550.23		7,213.11	32,763.34
900	1200	*CAPITAL OUTLAY:*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX
930	1210	*Sites*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	
941	1220	*Buildings*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	
942	1220c	*Remodeling*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	3,073.67
952	1230c	*Equip. for Instruction*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	450.00
951-958	1230	*All Other Equipment*	XXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX	
		CAPITAL OUTLAY TOTAL				3,523.67
1200		*S U B - T O T A L*	XXXXXXXXXXX XXXXXXXXXXX	XXXXXXXXXXX XXXXXXXXXXX	XXXXXXXXXXX XXXXXXXXXXX	3,523.67
100-1200		*G R A N D T O T A L*				36,287.01

Signature of Authorized Representative: Frank Fudenford

County or Applicant Agency: Clark

Date: 9/30/73

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PROJECT PROCEDURE SUMMARY

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I. A. OBJECTIVES: B. PROCEDURES: AND C. EVALUATION:

This project was designed to take a population of "excluded" special education students, place them in a program designed to give intensive remediation for behavior and academic deficiencies and return them to the regular special education classes in the district.

After trying to work with the objectives originally designed for the project, the total staff began to find that such designated items as the use of standardized tests, a months growth for every month in the program, prescribed methods for changing behavior and prescribed methods for working with parents as outlined in the original objectives were not suited to the population being sent to our classes.

The objectives as originally stated will be shown and a narrative of procedures and types of evaluation used will be stated. Because standardized tests were not used, the major part of our evaluation is subjective and will be shown using an individual anecdotal progress sheet for each student seen. An attempt will be made to show what progress, if any, each student has made in each objective area. In having each student for only a short period (an average of 4 months per student) we did not intend to remediate every deficiency each student came to us with, but only to fill some of the areas of deficiencies in order to get the student successful enough to return to the mainstream of education. After the student returns, we feel it is then the regular special education teacher's duty to take him from there towards the completion of his individual education goals. Each objective was interpreted to the need of the individual student, not to our population as a whole.

(1) To develop and implement a specialized curriculum to improve academic achievement and social living skills. The specific objectives are:

a. To increase reading comprehension and rate at least one month for every month the student is in the program, as shown on standardized tests.

Since Individual Learning for Adults reading materials and teacher developed supplementary materials were used to teach reading, any progress a student has made will be indicated in his individual anecdotal record by showing number of skills mastered. Because of the short duration of each child's stay, the staff, in concurrence with the research and development department, felt that standardized tests, such as the Wide Range Achievement Test had a standard error of measurement greater than the length of stay of the student and would therefore provide information of no significance or validity.

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b. To increase arithmetic skills at least one month for every month the student is in the program, as shown on standardized tests.

Individualized Learning for Adults and teacher devised supplementary materials were also used for teaching math. For the same reasons mentioned in Objective 1-a, skills completed will be noted in individual anecdotal records.

c. To increase the level of the student's knowledge of social skills, family relationships, school, community and state matters as measured by the California Test of Personality.

Knowledge of social skills, family relationships, school, community and state matters will be developed by use of Social Living section of the Clark County EMR curriculum guide, teacher made materials, group discussion and individualized interaction with project staff.

Each student was evaluated on those aspects of the above that he covered in accordance to what the staff felt he needed. From success on materials used and teacher observation, each student was rated on a scale of 1 - 4 (1 = poor, 2 = fair, 3 = good, 4 = excellent) as to how he started and how he ended in this area. A copy of the rating scale is shown in Appendix A. Results will be shown in individual anecdotal records.

d. To increase the knowledge of occupational opportunities and requirements, including orientation to the world of work and on-the-job training as measured by pretest and posttest using a locally developed instrument.

Knowledge of occupational opportunities and awareness is being developed by use of Occupational Exploration section of Clark County EMR Guide, teacher made materials and by working with the NYC office and the state vocational rehabilitation office.

From evidence of homework and personal teacher observation, each student was evaluated on a rating scale of 1 - 4 as in Objective 1-c. A copy of the rating scale is shown in Appendix A. Results will be shown in the individual anecdotal records.

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(2) To increase academic output through the development and implementation of operant principles in a contingency managed classroom as measured by (1) task mastery, (2) student time spent working toward task completion, and (3) increase in rates of appropriate behavior as measured by staff-developed behavior charts.

a. To increase rates of "appropriate" responses that can be seen and/or heard and measured by project staff. These are inclusive of, but not necessarily limited to, prompt arrival, consistent attendance, task completion, and inhibition of disruptive behavior.

b. To decrease rates of "inappropriate" responses that can be seen and/or heard and measured by project staff. These behaviors are inclusive of, but not necessarily limited to, non-attendance, fighting, and smoking. The student will be able to describe these behaviors and their consequences.

The Interim staff used a point system in which the student received points (10 points a page in ILA and an extra point basis for supplementary work completed) for work completed to the 80% proficiency level. With these points, each student had to buy break time, bathroom privileges and the right to get a drink. He could also save his points and buy major things like going to buy a pizza, bowling 2 lanes, getting a hamburger, coke and fries. The student was more or less able to dictate his own reinforcement. For example, if he did not want to bowl or buy food, he could request a model car or needlepoint kit. The purchase price for all of the above mentioned reinforcements came from the profits from the school store which was run by students in the Interim class as a learning experience. A copy of the class point system can be seen in Appendix A. The measurement for this objective came from a weekly tally of points earned. We found that, in general, as the weekly total increased, student time spent working towards task completion and appropriate behaviors also increased.

(3) To develop and implement a programmed method to increase generalization of behavior in regular schools. The primary objective of the Interim Program is the successful return of these students to regular Special Education Programs. To increase this probability, the following objectives will be undertaken:

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a. To teach students the basic principles of behavior learning theory and their application to everyday life. The programmed format will include the principles of reinforcement, both positive and negative, the extinction of learned behavior. and punishment. Acquisition of material will be determined by current resources as developed in programmed material.

b. Upon completion of the programmed materials and practical application of teaching principles, the students will be able to verbalize or write the appropriate operant principle function to a given set of behaviors with 85% proficiency.

c. After successfully meeting the objectives in basic principles of behavioral learning and practical applications of learning principles, the students will be able to operationalize each of the basic operant principles by engaging in appropriate role playing of that principle. Mastery will be determined by check lists developed by staff.

d. After successfully meeting objective c (above), students rate of inappropriate behavior will decrease and his rate of reinforcing other students' inappropriate behavior will decrease. At the same time, the rate of positive reinforcement for appropriate group behavior will increase and mastery will be determined by a staff developed check list.

e. After successfully meeting objectives a-d, the student will be able to chart desirable and/or undesirable behaviors as a means of overt self-monitoring with the result of a decrease/increase in that behavior.

f. After successfully mastering objective e, the student will be able to achieve successful self-monitoring using verbal mediation alone. Mastery will be determined by staff developed charts.

g. After successfully meeting objective f, the student will be able to use verbal self-monitoring controls in a Special Education class at a regular school. Mastery is to be determined by observations of regular school staff and the project staff, and by a continued increase in the student's self-monitoring abilities.

Other than the section of objective 3 that states the primary objective of the Interim Program is the success-

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ful return of these students to regular special education programs, the project manager and staff felt that the main objective and subobjectives a-g are unrealistic for the population that were involved in the project this year. If each student who went before the review board met the 3 criteria set up for him to pass (1. good attendance, 2. academic productivity to his own capability, and 3. demonstration of "appropriate" behavior while at Opportunity School) he was staffed back to a regular special education room. Therefore, it would seem that evaluation of this objective could be on the basis of successful return or retention in the Interim Program. This will be shown on a chart showing each students' status at the end of the 1972-73 school year.

Note from project evaluator: Subobjectives a through g are asking academically unproductive students to conceptualize psychological principles at levels consistently beyond the operational level of many teaching professionals. We concur with the project manager and staff in their recommendations.

(4) To develop and implement a Parent Education Program.

a. After receiving instruction in basic learning principles (same programmed material as stated in Objective 3, a-c only using faster sequencing), parents will be able to identify specific categories of behavior i.e., cooperative and non-cooperative and will be able to respond in manners designed to increase parentally desired behaviors and to decrease parentally undesired behaviors. Proficiency will be determined by parents as well as project staff by charting rates of changed behavior.

b. Upon receiving instructions about community services that are available, i.e., medical, mental hygiene, adult education, legal aid, etc., parents will demonstrate (knowledge about acquisition of community services material) on a post-test designed by project staff.

The project staff definitely felt that a parent education program was essential but came to feel that it was a parent involvement program. The project manager and staff felt the objectives set forth in Objective 4 were unrealistic for the same reasons cited for Objective 3 a-g. Phone calls were made and personal letters were sent to the home to inform parents of positive things

their children were doing. Contact was also made as needed by the community aide. Teachers as well as the project manager also received many unsolicited calls and visits from the parents. Evaluation for this objective as followed by the staff was done on a rating scale for each student. Two areas recorded were: (1) teachers contacting parents, and (2) parents initiating contact of teachers or project manager. The rating scale was on a 1 - 3 basis for both cases (1 = never, 2 = seldom, 3 = frequently). Class visits by parent were also recorded. A copy of the form used will be found in Appendix A.

2. EVALUATION SUMMARIZATION

A. AND B. PROCEDURES MEETING OR NOT MEETING OBJECTIVES:

Since the evaluation for the objectives of this project were not done with commercial or standardized tests, an individual anecdotal record for each student evaluated will be included as Appendix B. By using such a format, procedures for each student may be shown as to whether they exceeded, met, or did not meet each objective. This form will also include valuable situational information which might otherwise not be shown on regular statistical reporting. Each chart will graphically show the number of skills successfully completed in Individualized Learning for Adults in both math and reading. The plus or minus scores on social skills and occupation awareness represents the gain or loss in points given on the form used to evaluate these subobjectives. Objective 2 is shown as to the number of points students earned on a weekly average when he first came to the program and how many he was earning weekly when he left the program. Objective 3 represented by whether a student was successfully returned or not. Objective 4 shows data concerning interaction between the school and home, home and school, and class visits by parents.

C. STATISTICAL DATA TO SUPPORT 2-A AND 2-B

The chart referred to and explained in section 2A-B will be used to support that section of this report.

D. NON STATISTICAL DATA TO SUPPORT 2-A AND 2-B

A letter from the principal of Opportunity School in support of the Interim Project is as follows:

March 27, 1973

TO WHOM IT MAY CONCERN:

Having been connected with the Interim Program last year and this year, I have been able to make some comparisons by observing this Project.

The classroom atmosphere seems more conducive to learning this year and it appears that students are more willing to accept assignments and direction.

It is my opinion that the atmosphere of the room is due largely to the increase in staffing. We now have two Interim Program

Teachers, two Aides, a Community Aide, and Project Manager compared to a single teacher last year.

The combination of these people coupled with closer cooperation between school and home has greatly aided the return of the Interim Student to the regular school setting.

I strongly recommend that such a program be continued.

Yours truly,

/s/ Robert J. Ranney

Robert J. Ranney, Principal
Opportunity School

RJR/jc

E. RECOMMENDATIONS

Since a great portion of this project and its objectives will be changed, please refer to section B-3 General Project Summary.

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GENERAL PROJECT SUMMARY

1. What were the major changes in:

A. The School

The most encouraging observations were those of the staff and principal (see section 2 part B) on the way that, as the project matured, procedures and curriculum were developed to meet the individual needs of the students involved in the project.

B. The Student

Taking into consideration the great diversity in the behavioral, academic and personality traits of the students received in the Interim Program, it has been gratifying to see most of their needs met and see them settle down, assume responsibility and succeed academically.

C. The Staff

The staff at Opportunity School has grown to be very concerned about the Interim student insomuch as exchanging educational ideas and techniques with the Interim teachers and also by showing a willingness to try many Interim students in the regular Opportunity program before recommending return to a regular school.

Probably the most gratifying observation has been the way the Interim staff members have jelled together to form a very effective team. Their willingness to accept direction and put in extra hours to make the program run smoothly has been a definite asset to the program.

D. The Community

As the year unfolded, the community came to play a very integral working relationship with the Interim Project. Since many of our students were also receiving services from such agencies as Comprehensive Mental Health, Clark County Juvenile Authority, State Welfare, it presented much opportunity for interaction between these agencies and the Interim Project. Many local schools worked very closely with the Interim Project when the students were placed back to a regular special education classroom.

2. Activities Stimulated As Spin-Off of Original Title III Activity.

A. The School

(1) Individualized learning materials
(2) Increased variety in learning programs offered
(3) Extra curricular activities
(4) Selective grouping of students
(5) Field trips - career and/or job information

B. The Students

(1) Student helpers in office
(2) Student helpers in school store
(3) Student helpers in custodial areas
(4) Activities for students in areas of special interest

C. The Staff

(1) Increased opportunity for professional growth through teacher interaction and attending workshops.

(2) Opportunity for teacher aide growth through attending district and out of district workshops.

(3) Community aide participating both in the field and the classroom.

D. The Community

(1) Involvement of other community agencies such as Comprehensive Mental Health, Clark County Juvenile Authority, State Welfare, Nevada State Vocational Rehabilitation, Nevada Youth Training Center and schools in the district receiving students.

(2) Involvement with University of Nevada Las Vegas Special Education Department in organizing inservice course work dealing with the excluded child. A tentative course outline is included in Appendix A.

3. Modification for Increased Project Effectiveness

The major objectives and evaluation techniques of this project were revised. The project manager and staff feel they will be more comfortable following these revisions and have a better chance at success with the students using them. A copy of this revision is as follows:

I. Objectives:

The objectives of this project are organized into general objectives (in Arabic numerals) and specific objectives (in lower case letters) as listed below:

A. Major Objectives

(1) To successfully return the Interim students to the regular Special Education Programs as evidenced by procedures a - d concerning intake of students and procedures a - f concerning return of students on page 25 of this report.

(a) Determine students behavior patterns in sending and receiving schools using the Quay-Peterson Behavior Check List.

(b) Assess weekly progress at regular school.

(2) In a contingency managed classroom, students will (1) increase proportion of time spent in task orientated activities and (2) increase the rate of appropriate behavior as measured by the Quay-Peterson Behavior Check List.

(3) By the end of the project year, parents will participate in a parent involvement program as evidenced by:

(a) Attendance at regularly scheduled meetings.

(b) Completion of student behavior check lists.

(c) Unsolicited feedback to project and/or regular school staff members.

(d) Scheduled staff - parent contacts.

(4) To develop and implement a specialized curriculum to improve academic achievement, social living skills and occupational awareness.

(a) To increase reading comprehension and rate as measured by an informal reading inventory.

(b) To increase word attack skills as shown on an informal phonics inventory.

(c) To increase arithmetic skills as shown on an informal math inventory.

(d) To increase the students awareness of social skills and exposure to occupational opportunities and requirements, including orientation to the world of work and on the job training as determined by completion of task check lists.

3. Evaluation:

The following procedures will be used to evaluate the general and specific objectives of this project:

(1) The successful return of Interim students to the regular classroom will be evidenced by the intake and return procedures as indicated on page 25 of this report.

(a) Behavior patterns of students will be determined by the use of the Quay-Peterson Behavior check list used by the parents, sending schools, Interim staff and receiving schools. Correlation can then be made from information obtained from the behavior check list.

(b) Weekly progress will be assessed by a locally developed instrument.

(2) Increase proportion of time spent in task orientated activities and increase in the rate of appropriate behaviors will be measured by a staff devised check list and the Quay-Peterson Behavior check list respectively.

(3) The Parent Involvement Program will be evaluated as follows:

(a) A check list devised for reporting the percentage of population attending regular scheduled meetings will be used. We will set our optimum percentage attendance rate at 75%.

(b) Student behavior check lists will be assessed on the proportional number of required forms completed by the parent.

(c) A record of unsolicited feedback from parents to project staff on regular school staff will be kept.

(d) Interim staff members will keep a record of school to parent contacts.

The data collected from the above objectives (a-d) will be compared to the number of students successfully returned to regular special education classrooms.

(4) Evaluation of a specialized curriculum to improve academic achievement, social living skills, and occupational awareness will be as follows:

(a) Reading comprehension and rate will be measured by an informal reading inventory.

(b) Word attack skills will be measured on an informal phonics inventory.

(c) Arithmetic skills will be measured by an informal math inventory.

The above three inventories will be given on a pre and post test basis and will measure the rate of increase of knowledge in each of the three areas being measured.

(d) The task check lists being devised by the project staff will be used to assess the students awareness of social skills and amount of exposure to occupational requirements and opportunities as he comes to our program and as he leaves.

4. Project Activities in Relationship to Other District Sponsored Federal Programs

ILA materials being used were developed under the Adult Education Act of 1966. ESA Title III funds were used to purchase vocational materials for Opportunity School in general. If we find some of these materials appropriate for the Interim students, they will be incorporated into our program.

5. Extent of Educational Need Met by the Interim EMR-EH Program

In the original proposal the Statement of Needs reads as follows:

In the Clark County School District there is a portion of special education students who, because of severe behavior problems and inadequate adaptive abilities, are unable to remain in the regular special education setting or in a regular school. The behavior of these students is such that their presence in the regular school is detrimental to the education of other students, as well as to their own. On this basis, these students have been excluded from further instruction.

In 1968, the Clark County School District established an Interim placement for these students with the hope of rehabilitating their behavior so that they could go back to regular school. By 1970, the Interim Program had grown to include a class at the District's Opportunity School and a full time teacher. In that year, twenty-four students were involved in the program. The success that year was minimal as most students continued to engage in inappropriate behavior in the regular school. The reason for this poor success is attributed to four factors:

a. Inadequate follow-up procedures in the regular school.

b. Inadequate parent education program in teaching parents to maintain appropriate behavior in the home setting.

c. A general lack of staff, facilities, materials, and expertise.

The data gathered during these years have indicated that new techniques need to be developed and implemented in order to increase the probability of the students' successful return to regular school.

Considering that this is the initial year, the project has come a long way towards meeting the educational needs of the population being served. For instance, the staff has become a cohesive unit, the materials being used are more varied to meet the educational needs of the students, the follow-up program (with the help of the community aide) is working effectively.

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DISSEMINATION

1. Information concerning the Interim Program was disseminated a number of ways including: a film of the project made by the State Department of Education, tours through the facility, contacts with administrators of prospective receiving schools, contacts with parents and community agencies, and contact with the community via field trips. A brochure about the project is being prepared for the first of next year and the proposed inservice courses that will be offered will also aid in dissemination.

2. Thus far, the personal contacts by the Project Manager and Staff with the home, receiving schools and community agencies are the most effective means of dissemination. By showing personal interest in the students in the Interim Project elsewhere than at school, it seemed to make an impression on people working with these students in other settings and also spread the ideals of the program to the above mentioned entities.

3. Extent of dissemination to:

   A. Education Profession within Project Area:

      As was stated above, dissemination in this area was done mainly by personal contact. However, the inservice course to be offered in September should reach many professionals in the project area.

   B. Local Public:

      By orienting the people who conducted our field trips as to the type of child we would be bringing, such places as the airport tried to put special emphasis on types of jobs available and gear the tour to the needs of our students. The Project Manager and Staff felt that on most of our field trips the public gained as much knowledge about the special needs of some students as the students did about what they were viewing or listening to.

   C. Other:

      Tours through the facility have included principals, university faculty, visiting professors from universities outside Nevada, personnel from the local administration building, interested lay people from the community, and teachers from districts outside Clark County. The Project Manager also acted as a teacher consultant for teacher inservice day in Reno, Nevada. Ideas and functions of the project were related to interested special education teachers at that time.

4. Since most of the dissemination for this project year was done either by personal contact, by phone or by personal letters, there are no examples of disseminated materials.

5. Dissemination Expenditures: To this point, there have been no expenditures in this area.

6. To our knowledge, there are no other school districts which have adopted new educational practices as a result of receiving information about this project.

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EVALUATION

1. Standardized or Commercial Instruments:

   For reasons already stated (see section A - Project Procedure Summary) standardized or commercial instruments were not used.

2. Special Instruments Developed to Collect Data for This Program:

   The project staff developed instruments for evaluating social skills, occupational awareness, and parent involvement. These instruments will be further sophisticated and updated to the needs of our population as the next project year evolves. Copies of these are shown in Appendix A.

3. Expenditures for Evaluation:

Salaries	$250.00
Materials	25.00
Total	$275.00

4. Instruments and Designs Used in Ongoing Phase of Program Evaluation:

   The point system developed by the staff, the social skills check, occupational check lists and the parent involvement form used this year will be continued next year.

5. Evaluation Results Affecting the Program:

   After the project manager and staff decided that they could not work effectively with the objectives and evaluation procedures originally set up for the project, changes in objectives, procedures and evaluation techniques became an ever evolving occurrence. New objectives and evaluation procedures had to be designed and instruments designed to go along with the change in the expected goals of the project participants. (See section B-3 General Project Summary).

   The new instruments and designs will be revised as the need arises.

6. Distribution of Evaluation Activities:

   a. Project director - 10%

   b. Other project staff - 85%

   c. District research and development - 5%

7. Last years Evaluation Reports:

   This is the projects first year.

8. Evaluation of Long Range Effects of the Project:

Research and Development will conduct a follow up of the students involved in the project to see if there is any lasting effect on those who are successfully returned.

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MISCELLANEOUS

1. Consultants

Both Mr. Richard Gunkel of the State Department of Education and Dr. V. C. Rowley of Educational Research and Development, Clark County, Nevada, have been most helpful and understanding in helping the project manager seek and understand reliable and pertinent ways of evaluating our unique population.

2. Sample Materials

Because each student was using programmed materials, and supplementary work was designed to the student's individual needs, materials, per se, were not developed. However, the project manager and staff hope to develop a "generalized need curriculum" for next year.

3. Affect on Cooperating Agencies:

See General Project Summary section 1-D and 2-D.

1. Poor
2. Fair
3. Good
4. Excellent

NAME _____

ENTERED _____
RETURNED _____

OCCUPATIONAL EXPLORATION

BASIC SKILLS OPERATIONS				
1. Sorting	Colors, shapes sizes			
2. Collating	collate by size, color, number	collate by page number and subject		
3. Telephone Dialing	look up name in book	dial correct number	ask for specific information	
PREPARATION				
1. Awareness of Jobs	Responsibilities	requirements	hours and wages	field trip exploration
2. Qualifications	measure potential for a specific job	assess his own qualifications		
3. Keeping A Job	demonstrates by behavior in class ready for job	Worked in book "How to Get a Job and Keep It"		
4. On-Campus Work Experience	classroom	janitor's helper	outside work for teacher or other staff	
5. Newspaper orientation	finds want-ads	identify ads for jobs he would qualify for		
6. Job Application Vocabulary	student can fill in application for job	vocabulary awareness in vocational area		

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1. Poor
2. Fair
3. Good
4. Excellent

NAME: _____

ENTERED: _____ RETURNED: _____

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SOCIAL LIVING

SELF			
1. Awareness of Self	Student can say and write his name	Describes his own characteristics	Orally expresses emotions in socially acceptable manner
2. Evaluation of Self	Can student evaluate his own progress	Positive attitude about himself	Student wishes to better himself
3. Individual Differences	Recognizes own moods	Recognizes that others have moods	Recognizes others' positive attitudes
FAMILY			
1. Role of Individual in Relation to Family	Write family names (siblings)	Roles of each member of family	Student accepts other roles of missing member
2. Family responsibilities	Student has established responsibilities	Recognizes others responsibilities	Sees a need for his responsibility
3. Family relationships	He helps his siblings	Siblings help him	Expresses positive attitude about siblings
4. Differences	Recognizes differences in his family and others	Different size families	Different economic status in others
PEER GROUP			
1. Understanding and accepting others	Shares ideas and responsibilities	Works cooperatively toward task	Knows how to ignore moods of others

SOCIAL LIVING

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PEER GROUP 2. Relating to Others	Student can walk away from fights	Student starts excessive fights	Student willing to forget past feelings
3. Making Choices	Handles leisure time	Student follows group excessively	Can make a quick positive decision
4. Accepting Authority	Orally explains who has authority in home	Authority in classroom	Authority elsewhere (local, state, etc.)
NEIGHBORHOOD 1. Individual in Relation to Neighborhood	Student feels positive about his neighborhood	Aware of Community Services	Map study - student locates own home
2. State of Nevada	Aware of different areas of Nevada	Agricultural and Industrial areas	Film interest - participates in discussions

	ENTERED				RETURNED			
	4	3	2	1	4	3	2	1
Neatness								
Cleanliness								
Health								
Obeys Rules & Regulations								
Accepts Criticism								
Courteous								
Tardiness								
Absence								
Honesty								
Relation with Co-students								
Does Work Well								
Finishes Work on Time								
Tries to Learn								

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APPENDIX A

PARENT INVOLVEMENT

NAME_____

1. Contact with parent from teacher by telephone or letter:

NEVER	SELDOM	FREQUENTLY	COMMENT OR ATTITUDE CHANGE OR REACTION
1	2	3	

2. Parent Contact with teacher - (initiated by parent)

NEVER	SELDOM	FREQUENTLY	CLASS VISITS	WAS CONTACT FOR POSITIVE OR NEGATIVE FEED BACK OR COUNSELING OF CHILD/ ASKING FOR HELP ETC.
1	2	3	#	

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POINT SYSTEM USED

BONUSES	POINTS REQUIRED
Bathroom (5 minutes)	25
Drink (outside room)	15
Break (15 minutes)	100
Record player privilege (15 minutes)	100
Typing (30 minutes)	100
Art (30 minutes)	100
Working on project (30 minutes)	100
Models (planes, cars, needlepoint, etc.)	800
Hamburger, donuts, etc.	800
Bowling (2 games)	800

DEFICIT POINTS	
Name Calling	15
Fighting	15
Leaving room without permission	50
Unexcused tardies	100

All of the minus points and categories were voted on by the students and they set the amount to be taken away for each infraction.

APPENDIX B

NAME	AGE	OBJECTIVE 1 A No. Skills Reading	OBJECTIVE 1 B No. Skills Math	OBJECTIVE 1 C Social Skills	OBJECTIVE 1 D Occupation Awareness GROUP A	OBJECTIVE 2 No. Points Entering & Leaving	OBJECTIVE 3 Successful Return to Regular Sp. Ed	OBJECTIVE 4 Parent Involvement Parent to Teacher	OBJECTIVE 4 Parent Involvement Teacher to Parent	No. Class Visits By Parent
1	15-7	20	40	+28	N.A.	E 250 L 500 +250	Retain Opp. School	2*	2	0
2	13-9	11	8	+21	N.A.	E 300 L 500 +200	Yes	2*	2	1
3	14-2	24	27	+41	N.A.	E 500 L 1200 +700	Yes	1	2	0
4	12-7	5	25	+43	N.A.	E 300 L 600 +300	Yes	1	2	0
5	13-3	0	13	+30	N.A.	E 50 L 200 +150	Yes	1	2	1
6	14-11	17	30	+51	N.A.	E 800 L 1500 +700	Yes	1	2	0
7	13-2	5	10	+44	N.A.	E 300 L 600 +300	W/D where-abouts unknown	1	2	0
8	13-6	18	10	+39	N.A.	E 200 L 500 +300	Yes	1	2	1
9	14-5	23	36	+ 5	N.A.	E 600 L 1300 +700	Yes	3	3	0
10	14-1	12	4	+61	N.A.	E 1000 L 2000 +1000	Yes Re-referred	1*	2	1
11	15-3	ILA not used	20	+50	N.A.	E 300 L 600 +300	Yes	1	2	0
12	14-0	10	10	+52	N.A.	E 300 L 500 +200	Withdrawn	1*	2	1

APPENDIX B

NAME	AGE	OBJECTIVE 1 A No. Skills Reading	OBJECTIVE 1 B No. Skills Math	OBJECTIVE 1 C Social Skills	OBJECTIVE 1 D Occupation Awareness	OBJECTIVE 2 No. Points Entering & Leaving	OBJECTIVE 3 Successful Return to Regular Sp. Ed	OBJECTIVE 4 Parent Involvement		No. Class Visits By Parent
								Parent to Teacher	Teacher to Parent	
13	13-10	0	0	+ 1	N.A.	E 0 L 0	Would not attend	1*	2	0
14	13-5	N.A.	20	+48	N.A.	E 400 L 800 +400	Yes	1	2	0
15	15-5	N.A.	7	+19	N.A.	E 100 L 400 +300	Yes	2	2	0
16	13-4	3	0	+50	N.A.	E 200 L 400 +200	Yes	1*	2	0
17	16-2	8	20	+48	N.A.	E 800 L 1500 +700	Yes	2*	2	0
18	13-0	14	15	+51	N.A.	E 800 L 1500 +700	Yes Then withdrawn	1*	2	0
19	14-7	31	38	+61	N.A.	E 400 L 1500 +900	Yes	2*	2	0
20	15-1	31	20	+26	N.A.	E 1500 L 2000 +500	Yes	2	2	0
21	13-2	15	36	+28	+15	E 500 L 1200 +700	Yes	2*	2	1
22	14-3	28	35	+49	N.A.	E 400 L 1000 +600	Yes	1*	2	0
23	15-4	3	8	+33	N.A.	E 200 L 800 +600	Exempted 3/29/73	1	2	0

APPENDIX B

NAME	AGE	OBJECTIVE 1 A No. Skills Reading	OBJECTIVE 1 B No. Skills Math	OBJECTIVE 1 C Social Skills	OBJECTIVE 1 D Occupation Awareness	OBJECTIVE 2 No. Points Entering & Leaving	OBJECTIVE 3 Successful Return to Regular Sp. Ed.	OBJECTIVE 4 Parent Involvement		No. Class Visits By Parent
								Parent to Teacher	Teacher to Parent	
24	14-3	12	30	+34	N.A.	E 400 L 800 +400	Mental Health 4/27/73	1	2	0
25	13-2	14	35	+30	N.A.	E 800 L 1200 +400	Yes	1	2	1
26	13-9	14	10	+42	N.A.	E 800 L 1500 +700	Yes	1*	2	0
					GROUP B					
27	14-0	14	49	+36	+45	E 400 L 800 +400	Yes	3*	3	1
28	16-1	3	10	+12	+12	E 200 L 750 +500	Dropped out	2	3	2
29	15-9	+12	57	+11	+16	E 300 per hour L 150 mandatory	Yes	3	3	0
30	12-7	11	49	+45	+34	E 400 L 800	Yes	1*	3	0
31	13-6	13	49	+26	+32	E 300 L 600 +300	Yes Re-referred	3	3	1
32	15-11	3	+10	+23	+12	E 400 L 550 +150	Retain Opp. School	1	3	0
33	15-1	7	10	+29	+ 9	E 175 L 450 +275	Retain Opp. School	1	2	0

APPENDIX B

NAME	AGE	OBJECTIVE 1 A No. Skills Reading	OBJECTIVE 1 B No. Skills Math	OBJECTIVE 1 C Social Skills	OBJECTIVE 1 D Occupation Awareness	OBJECTIVE 2 No. Points Entering & Leaving	OBJECTIVE 3 Successful Return to Regular Sp. Ed	OBJECTIVE 4 Parent Involvement		No. Class Visits By Parent
								Parent to Teacher	Teacher to Parent	
34	16-8	4	29	+13	+19	E 200 L 450 +250	Dropped out	2	3	0
35	16-10	4	29	+19	+18	E 300 L 450 +150	Yes	2	3	0
36	13-1	6	39	+39	+35	E 300 L 550 +250	Yes Re-referred	1	3	0
37	14-11	1	10	+ 1	0	E 300 L 0	Retain Opp. School	2	2	0
38	15-7	1	10	0	0	E 300 L 300	Retain Opp. School	1	2	0
39	14-0	4	20	+15	+ 3	E 300 L 550 +250	Yes	1	2	0
40	13-1	4	19	+38	+ 8	E 150 L 500 +350	Yes	2	3	1
41	13-3	13	60	+33	+10	E 250 L 500 +250	Juvenile Hall	2	2	2
42	16-11	14	49	+23	+37	E 300 L 900 +600	Yes Voc. Rehab.	2	3	1
43	15-8	10	49	+40	+35	E 200 L 800 +600	Yes	2	3	0
44	17-2	7	20	+14	+12	E 200 L 250 + 50	Dropped out	1	3	0

APPENDIX B

NAME	AGE	OBJECTIVE 1 A No. Skills Reading	OBJECTIVE 1 B No. Skills Math	OBJECTIVE 1 C Social Skills	OBJECTIVE 1 D Occupation Awareness	OBJECTIVE 2 No. Points Entering & Leaving	OBJECTIVE 3 Successful Return to Regular Sp. Ed	OBJECTIVE 4 Parent Involvement		No. Class Visits By Parent
								Parent to Teacher	Teacher to Parent	
45	12-7	9	52	+19	+20	E 300 L 400 +100	Juvenile Hall	1	3	0
46	15-0	8	39	+16		E 300 L 550 +250	Yes	1	3	0
47	16-1	8	49	+32	+19	E 150 L 500 +350	Yes	1	2	0
48	12-5	6	27	+35	+27	E 300 L 600 300	Yes referred yes	1 *	3	0

* Parent contacted project manager rather than teacher

Student Number 1 Age 15-7 Classification 32-8 Present 73 Absent 17

Sending School: Junior High Receiving School: Remain Interim

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: N.A.

Reason for referral to Opportunity School: fighting, attendance, failure to work in class

Objective 1: This student probably had one of the lowest self concepts of any student we encountered. He completed 20 reading skills and 40 math skills all of which were at the lower end of the programmed continuum. Towards the end of his stay in the program, his social awareness did improve and the staff found out he was mechanically inclined. This was used as much for a reinforcer in the end as points were. An example of this would be his helping fix a lawn edger that was brought in. He could only work on it if his work was done.

Objective 2:
Because of hardly any self concept and a very listless personality, points never really turned this student on. Contracts for model cars and extra privileges seemed to work more effectively.

Objective 3:
The requirement of being placed back to a regular school was not met for this student. Because of his age, social awareness and defeatist attitude, it was decided to have him remain in our program for the initial part of next year in hopes of giving him some vocational training before putting him back in a regular special education class.

Objective 4:
We received many unsolicited phone calls from this student's mother. Personal problems that developed at home caused us to have the mother take him to Comprehensive Mental Health for help we weren't equipped to offer. These problems were also a factor in keeping him for the initial part of next year.

END OF THE YEAR STUDENT STATUS FORM

STUDENT NUMBER	STUDENT'S STATUS AT END OF 1972-73 SCHOOL YEAR
1	Retained in Interim Program.
2	Transferred to regular Opportunity classes. Returned and spent time in receiving school.
3	Returned and spent time in receiving school. Finished year in regular school.
4	Returned and spent time in receiving school. Dropped school.
5	Returned end of last 9 weeks of school. Will begin receiving school next fall.
6	Returned end of last 9 weeks of school. Will begin receiving school next fall.
7	Dropped school.
8	Returned and spent time in receiving school. Referred back to Interim Program after successfully being put at regular school.
9	Returned and spent time in receiving school. Finished year in regular school.
10	Returned and spent time in receiving school. Referred back to Interim Program after successfully being put at regular school.
11	Returned end of last 9 weeks of school. Will begin receiving school next fall.
12	Dropped school.
13	Retained in Interim Program.

END OF THE YEAR STUDENT STATUS FORM

STUDENT NUMBER	STUDENT'S STATUS AT END OF 1972-73 SCHOOL YEAR
14	Returned end of last 9 weeks of school. Will begin receiving school next fall.
15	Returned end of last 9 weeks of school. Will begin receiving school next fall.
16	Returned end of last 9 weeks of school. Will begin receiving school next fall.
17	Returned and spent time in receiving school. Finished year in regular school.
18	Returned and spent time in receiving school. Institutionalized.
19	Returned and spent time in receiving school. Finished year in regular school.
20	Returned and spent time in receiving school. Referred back to Interim Program after successfully being put at regular school.
21	Returned and spent time in receiving school. Finished year in regular school.
22	Returned and spent time in receiving school. Finished year in regular school.
23	Dropped school.
24	Institutionalized.
25	Returned and spent time in receiving school. Finished year in regular school.
26	Returned and spent time in receiving school. Transferred to regular Opportunity classes.
27	Returned end of last 9 weeks of school. Will begin receiving school next fall.
28	Dropped school.
29	Returned and spent time in receiving school. Finished year in regular school.

END OF THE YEAR STUDENT STATUS FORM

STUDENT NUMBER	STUDENT'S STATUS AT END OF 1972-73 SCHOOL YEAR
30	Returned end of last 9 weeks of school. Will begin receiving school next fall.
31	Returned and spent time in receiving school. Referred back to Interim Program after successfully being put at regular school.
32	Retained in Interim Program.
33	Retained in Interim Program.
34	Dropped school.
35	Returned and spent time in receiving school. Transferred to regular Opportunity classes.
36	Returned and spent time in receiving school. Referred back to Interim Program after successfully being put at regular school.
37	Retained in Interim Program.
38	Returned end of last 9 weeks of school. Will begin receiving school next fall.
39	Returned end of last 9 weeks of school. Will begin receiving school next fall.
40	Returned and spent time in receiving school. Finished year in regular school.
41	Institutionalized.
42	Returned and spent time in receiving school. Dropped school.
43	Returned and spent time in receiving school. Finished year in regular school.
44	Dropped school.
45	Dropped school.

END OF THE YEAR STUDENT STATUS FORM

STUDENT NUMBER	STUDENT'S STATUS AT END OF 1972-73 SCHOOL YEAR
46	Returned and spent time in receiving school. Finished year in regular school.
47	Returned and spent time in receiving school. Referred back to Interim Program after successfully being put at regular school.
48	Returned and spent time in receiving school. Referred back to Interim Program after successfully being put at regular school. Returned end of last 9 weeks of school. Will begin receiving school next fall.

Student Number 2 Age 13-9 Classification 32-8 Present 70 Absent 20

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 8 months

Length of Stay in Receiving School: N.A.

Reason for referral to Opportunity School: disrupting class, selling marijuana and pills on campus

Objective 1: This student only remained in the actual Interim Program for a little over 2 months. He completed 11 reading skills and 8 math skills. The social factor was his main hang-up. Because of the general lack of home supervision when he first entered our program, he was very prone to get into trouble not only at school but on the streets as well. After parent contact was made and a working relationship set up, he settled down and was moved to regular Opportunity School. This was done because it enabled him to interact with a larger group of students and we had difficulty getting him back to a regular school because of his history with drugs.

Objective 2:

As stated above, this student was able to settle down and constructively use his class time in academic output. Since he was in on the intitial organization of the point system used, his increase of 200 points doesn't accurately indicate the improvement the staff saw in him.

Objective 3:

By finishing the year in the regular Opportunity School program, he was able to earn a place back at a regular school. He will start there next fall.

Objective 4:

This student's stepfather proved to be a very valuable resource in helping straighten this student out. He was always available when needed and accepted suggestions that were offered. If this attitude can be carried over to next fall, this student's chances of success should be very good.

Student Number 3 Age 14-2 Classification 30-9 Present 46 Absent 47

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: 1 month

Reason for referral
to Opportunity School: Habitual truant

Objective 1:

When we could get this young lady to school, she did well. She completed 24 skills in reading and 27 in math. She became a very productive student toward the end of her stay and was never what you would call a behavior problem in the classroom. Of the last 8 weeks she was in the program this student missed 1 day. Of the 47 days missed, 30 were spent in Comprehensive Mental Health.

Objective 2:

Because this student settled down, her ability to do work and in turn earn points was quite admirable with an average of 700 more points per week when she left than when she entered.

Objective 3:

This student was successfully returned to a regular special education class and finished the year there.

Objective 4:

Although communication with the family was almost nonexistent, we were able to keep track of her through her parole officer who had been assigned to her because of her record as an habitual truant.

Student Number 4 Age 12-7 Classification 32-8 Present 65
Absent 28

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: 0

Reason for referral
to Opportunity School: disturbing class, fights in hall, trouble in P.E., cutting classes

Objective 1:

Although a large girl, this student was one of our youngest students. She was at times very uncooperative but did end up doing 5 reading skills and 25 math skills. Socially she did improve and was kept in the program one extra 9 weeks at her mother's request. The extra stay proved to be detrimental in her case because she used our program as a sanctuary from the real school world.

Objective 2:

Behaviorally, this student did improve with an increase in average weekly points of 300. Time spent at working on academics also improved.

Objective 3:

This student successfully met the requirements to be sent back to a regular special education class. The one she was zoned to was at capacity so she was sent to one nearby on a zone variance. She refused to attend this school and dropped out for the remaining 2 months of the school year.

Objective 4:

Although there was much contact with this student's parent, we never seemed able to get much more than lip service from the parent involved. This parent was also ill quite often and much of the student's absenteeism was due to "helping at home" while mom was sick. This was always backed up when the home was contacted.

Student Number 5 Age 13=3 Classification 30-7 Present 84
Absent 6

Sending School: Opportunity Sch. (re-evaluated) Receiving School: High School

Length of Stay in Interim Program: 1 month

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School:

Objective 1:
This student was originally sent to regular Opportunity School where his level of success was at best minimal. He was evaluated by our psychologist and found to meet the criteria of a special education student and referred to the Interim Program. He was with us for one month and completed 0 skills in reading and 13 skills in math. Except for 2 occasions, he adjusted well socially to the class setting.

Objective 2:
Because contracting was partially used during the last month of school, the 150 point increase does not truly indicate this student's ability to attend to academic tasks.

Objective 3:
This student was placed back to a regular special education class. Normally, this would not happen due to the short duration in the Interim Program, but since it was felt that most of the problems that caused this student to be sent to Opportunity School originally were probably due to frustration. On an academic basis, it was felt he should be given a chance in a setting where he would be more apt to succeed.

Objective 4:
This student's mother was very helpful in working with the student. She was willing to try anything and if she keeps her present attitude next year, he should succeed in his new school.

Student Number 6 Age 14-11 Classification 30-8 Present 65
Absent 1

Sending School: Junior High Receiving School: High School

Length of Stay in Interim Program: 3 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: tardies, disrupting class, fighting

Objective 1:
This young lady was most productive with 17 reading skills and 30 math skills being completed. Socially, she was a leader in the class.

Objective 2:
This student really ate up the individual attention she received in our program. Her initial and final production in average weekly points increased 700 points.

Objective 3:
Being in a high school setting starting next year might prove to be just what this young lady needs. She was put back at the last review board and if what she has done with us during her stay is any indication of next year, she will do fine.

Objective 4:
The only parent involvement with this student's parent was from the teacher or project manager to the home giving praise.

Student Number 7 Age 13-2 Classification 32-7 Present 45 Absent 45

Sending School: Opportunity School Receiving School: Withdrawn

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: disruptive behavior, truancy

Objective 1:

This student came to us from the regular Opportunity classes after being evaluated by the school psychologist. His production was very low (5 skills reading and 10 math) because of sporadic attendance. Socially, he never presented a problem in class other than occasionally going to sleep.

Objective 2:

When he was here and not too sleepy from staying out all hours of the night, this student was a good worker and increased his weekly point average by 300 points.

Objective 3:

Because he was picked up on an alleged drug charge and taken to juvenile hall, meeting the objective of sending him back to regular school was never met. In fact, because of this incident, he was sent to live with his father in another state.

Objective 4:

This student's mother was very cooperative when we could reach her, but receiving little back-up support at home was very ineffective in her dealings with the boy. This is probably what prompted her sending him to live with his father.

Student Number 8 Age 13-6 Classification 30-8 Present 68 Absent 12

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: 3.5 months

Reason for referral
to Opportunity School: fighting in lunch area, obscenity in class, class disturbance

Objective 1:
This student was one of the real handsful we received. He was an amateur boxer (which he liked to display) and very low academically. He did learn to control his temper and settle down in class where he completed 18 reading skills and 10 math skills. Socially, he started showing more respect for the feelings of others and on occasional days even empathy for the troubles others had.

Objective 2:
Attention to task and earning points came as a slow process for this student but he was able to raise the average weekly tally by 300 points by the time he left here.

Objective 3: This student was returned to a regular special education room which lasted 3.5 months. After much interaction between the project manager, counselors and school principal he was finally suspended pending re-referral to Opportunity School. This happened 3 weeks before school was out. During the duration of the school year he and his brother went to another school to fight a teacher and are pending total exclusion from the District. We will probably see this student again next year.

Objective 4:
Much contact was made with this student's mother, although almost exclusively school to parent. It seemed that the home situation coupled with past experiences with the school district were almost more than we could overcome. Much valuable information on how to handle situations with parents was learned from this situation.

Student Number 9 Age 14-5 Classification 30-9 Present 39 Absent 2

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 3 months

Length of Stay in Receiving School: 4 months

Reason for referral
to Opportunity School: truancy, stealing, insubordination

Objective 1:

If you could pick a "best" student from our program, this young man would fit the category. He completed 23 reading skills and 39 math skills. Socially, there was no noticeable improvement because he came in and worked like a trooper, did what he was asked to do and in cases volunteered his help in different situations.

Objective 2:

An increase of 700 points on a weekly average was seen from this student. At his level, he functioned like a dream academically.

Objective 3:

This student not only was put back to a regular special education class, but after a month at his new school, he was re-evaluated and put into a low level tract and finished out the year at this level.

Objective 4:

After receiving positive calls from our staff, this student's parents became very involved in the situation and even consented to be part of a film made about our parent involvement program.

Student Number 10 Age 14-1 Classification 32-8 Present 74
Absent 22

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: 2 months

Reason for referral
to Opportunity School: fighting, insubordination, refusal to do work in class

Objective 1:

This student was at an academic level that allowed her to do mainly supplementary work to our reading and math program. She did do 12 levels in reading and 4 in math which are at some of the highest levels we used. Socially, she was a handful with many of her problems stemming from out of school activities.

Objective 2:

Because this student was quite sharp in comparison to many of the students we received, she quickly learned our point system with an increase of weekly average points of 1000. At the end of her stay she was quite stable and appeared ready to take on a larger setting.

Objective 3:

With 9 weeks left in the school year, this student was referred back to her old special education room. Because of no other space available, this was our only alternative. She lasted 2 months and was referred back to the Interim Program where she will start next year.

Objective 4:

This student's monther had many problems at home - no husband, a fifteen year old daughter who was pregnant and a job that took her away at night. Although very cooperative, even visiting the class, the many obstacles she encountered in her home deterred her ability to cope with the problems this student presented her with. To gain some kind of control over this student, the mother had her booked as unmanageable, which did help while in the Interim Program.

Student Number 11 Age 15-3 Classification 30-9 Present 54
Absent 10

Sending School: Junior High Receiving School: High School

Length of Stay in Interim Program: 3 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: truancy, hitting other students

Objective 1:

This student came to us the last part of the year. Because she had a 6 month old baby, most of the reading and math she did was on a practical basis. She did complete 20 skills in math.

Objective 2:

Except for the last week of school, discipline, attending to a task and gaining academically was a steady increase. Average weekly points were increased by 800 points. The last week of school saw this student get into a fight which was a situation carried over from an argument started in her neighborhood.

Objective 3:

This student was returned to a regular special education classroom at the last review board, but because of her age and having a baby she said she would probably drop school. A follow-up next year by the project manager or community aide might keep her in the school system.

Objective 4:

The only contact with the home for this student was from teacher to parent.

Student Number 12 Age 14-0 Classification 30-8 Present 35
Absent 73

Sending School: Junior High Receiving School: Moved

Length of Stay in Interim Program: 6 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: disrespectful to teacher, fighting, disrupting class

Objective 1:

This student was a very maturely developed 14-year-old who was boy crazy. Her attendance was sporadic which hampered her getting anywhere academically. She completed 10 skills in both reading and math. Socially, she improved except for occasional outbursts usually with a male in the class or on campus. One of her absenteeisms was supposedly because she got married. Her parents at first confirmed this, then said it was a false alarm.

Objective 2:

Even with sporadic attendance, her weekly point tally increased by 200 points.

Objective 3:

This student withdrew at the end of the year to move to Oregon.

Objective 4:

This student's mother did correspond with the project manager concerning her daughter, and even visited the classroom. Because of other children in the family, the father being in Oregon and holding down a full time job, she had a hard time keeping up with her daughter's activities.

Student Number 13 Age 13-10 Classification 30-8 Present 58 Absent 32

Sending School: Junior High Receiving School: Remain Interim

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: N.A.

Reason for referral to Opportunity School: truancy

Objective 1:

This student missed 28 out of 34 days in our program. He was then transferred to another Interim class not directly connected to our project. Better relations were established between home, juvenile hall and school. The project manager worked on an informal basis with this student. Both his attitude and attendance improved greatly. If this improvement can be maintained during the first part of next year, success may be in sight.

Objective 2:

N.A.

Objective 3:

This student will return to the Interim Program next year.

Objective 4:

There was much interaction between the school and parent on the part of the project manager. The parole officer was also called in. Despite all efforts, we did not reach this student at this time. After returning to us, the situation was reversed enough for hope for next year.

Student Number 14 Age 13-5 Classification 32-8 Present 32 Absent 9

Sending School: Junior High Receiving School: High School

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: cutting class, disrupting class, insubordination

Objective 1:

Even though this student was with us the last part of the year, he was a steady worker and improved each week. The programmed reading was not used with this student, but he completed 20 skills in math. He was always a happy individual while attending the Interim Program. Socially, one could wonder what caused his problems at the sending school.

Objective 2:

This student had an increase in weekly points earned of 400.

Objective 3:

Successfully returned to regular special education class at last review board.

Objective 4:

Communications with the home seemed to break down with this student. Maybe because of being no problem, he was overlooked. Cases like this will be remedied next year.

Student Number 15 Age 15-5 Classification 30-9 Present 54
Absent 25

Sending School: Junior High Receiving School: High School

Length of Stay in Interim Program: 3 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: disruptive conduct in class, excessive fighting, truancy, gang fighting

Objective 1:

This student came to us from the Interim class not involved in our project. He never displayed any of the characteristics that had sent him to our school. Although he was slow, he was a steady worker. Supplementary materials were used in reading and he completed 7 skills in math.

Objective 2:

The point increase for this student was 300 per week. Food seemed to drive this student to earn points. He went to get a hamburger or similar item about once every week and one-half.

Objective 3:

This student was successfully put back to a regular special education class at the last review board and will start there next fall.

Objective 4:

Contact with the home was done by teacher to parent.

Student Number 16 Age 13-4 Classification 32-8 Present 55
Absent 28

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: truant, fighting, tardies, disrupting class

Objective 1:

Due to absenteeism, this student did mainly supplementary work in math and reading. He presented very little problem in class but lacked motivation. This did improve towards the end of his stay. He worked at a paper route and in a small grocery store while attending our program so motivation seemed only to be lacking at school.

Objective 2:

This student increased his point average by 200 points. Although this was about as sporadic as his attendance.

Objective 3:

Because attendance, attitude and classwork improved at the end of his stay in the Interim Program, he was placed back at a regular special education room. He will begin there next fall.

Objective 4:

Contact was maintained with the home by the teacher. The project manager also had considerable contact with this student's mother. His attitude seemed to improve when he was pinned down by this communication.

Student Number 17 Age 16-2 Classification 30-9 Present 39
Absent 0

Sending School: High School Receiving School: Same High School

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: 7 months

Reason for referral
to Opportunity School: cutting class, vulgar language, fighting, disrupting class

Objective 1:

This student was one of the first to enroll in our program. He was a first string Junior Varsity basketball player. Because he was the oldest student in his particular Interim class he adapted very well socially and more or less assumed the leader of the class role. He completed 8 reading skills and 20 math skills.

Objective 2:

Average point increase for this student was 700 points which was significant because at this time points could only be spent on breaks, etc.

Objective 3:

Successfully returned and remained until the end of the year.

Objective 4:

At the initial outset of the project most of the communication with the home was done by the project manager. There were numerous calls to the home to inform the parents of positive situations and find out about their feelings of this student getting a job. He did get a job after he returned to his high school.

Student Number 18 Age 13-0 Classification 32-7 Present 27
Absent 11 (JV 9)

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: 1 month

Reason for referral
to Opportunity School: totally unmanageable in class, fights in hall, truancy

Objective 1:

This student was only with us for 2 months. She had much trouble both in and out of school. She was on parole and tried to present herself as a "tough cookie". She did settle down socially in class and did 14 skills in reading and 15 in math. The characteristics that sent her to us diminished and time spent working in class increased.

Objective 2:

After she settled down she became very productive raising her average weekly points from 300 to 1000 per week.

Objective 3:

This student was successfully returned to regular school for one month, at which time some trouble in the community dictated she be placed in a girls correctional institution. Chances are good that we will get to work with her again next year.

Objective 4:

Because this student was on parole, her mother told us to refer all situations to the parole officer, which we did. The project manager was the main go-between in this case.

Student Number 19 Age 14-7 Classification 30-8 Present 78
Absent 2

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: 5 months

Reason for referral
to Opportunity School: truancy, class disruption, threatened female student, threatened secretary

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Objective 1:

After this student adapted socially to our class setting, he became a very good student. He did 31 skills in reading and 38 in math. His attitude improved and his ability to walk away from situations that formerly would have blown his cool improved as his tenure with us increased. He also was employed at a nearby school as a custodial helper.

Objective 2:

Food motivated this young man, as well as free time and doing special projects for the teacher. As these reinforcers were discovered, his weekly points earned increased as well as his academic output. (900 point increase).

Objective 3:

This student was put back to regular special education class and remained for 5 months when school ended. This stay was not without incident, but with the understanding of the receiving teacher, counselor and principal and through communication with the project direct he made it. This alone says something for the changes he made.

Objective 4:

Here again most of the communication with the home was done through the project manager. Mom tried even when some of her efforts were unproductive.

Student Number 20 Age 15-1 Classification 32-9 Present 38
Absent 1

Sending School: High School Receiving School: Same High School

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: 1 week

Reason for referral
to Opportunity School: insubordination

Objective 1:

When this student came to us we were warned of her belligerence, but she came in and acted like a lady and worked harder than anyone in our total program. In two months she completed 31 skills in reading and 20 skills in math. In fact, her disposition even improved over the acceptable way she entered our program.

Objective 2:

Starting off with a weekly point rate of 1500, she increased this to 2000 per week when leaving.

Objective 3:

We missed the boat in putting this girl back to a regular special education class. She lasted 1 week. At her age, it might have been better to keep her and work on vocations. She will be back next year and this possibility will definitely be looked at because of the success in a highly structured small group situation.

Objective 4:

Contact between school and home was usually initiated by the parent in this case. She was very encouraged about her daughter's change in attitude towards school.

Student Number 21 Age 13-2 Classification 32-7 Present 47 Absent 0

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: 7 months

Reason for referral to Opportunity School: fighting in class and in halls, insubordination to school officials

Objective 1:

This student was also one of our "firsts". The attitudes that sent him to us immediately showed up. He was very immature (youngest of 6 children). He did settle down and completed 15 skills in reading and 36 in math. He had good ability and once channeled proved productive.

Objective 2:

The average point increase for this student was 700 points per week. Most of the points earned were spent on time to shoot baskets or play a basketball game with the project manager.

Objective 3:

He did return to a regular special education room and had much trouble adapting to the new setting. After much work through the principal, social worker and our community aide, he made it to the end of the year.

Objective 4:

This student's parents were older and more or less let their older daughter handle the affairs concerning their son. They were very cooperative and even visited the class once, which made their son visibly proud.

Student Number 22 Age 14-3 Classification 32-8 Present 75 Absent 24

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: 2.5 months

Reason for referral to Opportunity School: truancy, obscenity, insubordination, unable to function in class setting

Objective 1:

This student had real potential, but because of emotional problems was really a case. When he came to us he had just had his head shaved for running away from home. He was self-conscious about this as well as being belligerent in general. He completed 28 reading skills and 35 math skills while he was with us. Socially, there was steady improvement. There were setbacks originating from trouble at home and in the community, but through working with the home and juvenile authorities, he came around by the end of his stay.

Objective 2:

This young man had a net gain of 600 points which could be evidenced by his increased output academically and his ability to attend to tasks in class.

Objective 3:

This student was placed back to a junior high. He had trouble at this school and was zoned to another junior high where he finished the year.

Objective 4:

There was much trouble in the home situation which did not aid this student's ability to cope with reality. The parents did try in their own way and the staff felt encouraged with even their minimal attempts to work with their son.

Student Number 23 Age 15-4 Classification 32-10 Present 5
Absent 26

Sending School: High School Receiving School: exempted

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: truancy

Objective 1:

Considering this student's age and his past record of truancies, his ability to skip school was very well mastered. On the five days he attended, 3 skills were completed in reading and 8 in math.

Objective 2:

When he came, he worked hard. His increase in points, which he seemed to enjoy working for, increased by 600.

Objective 3:

This student was finally exempted.

Objective 4:

Efforts to work with this parent was fruitless. She tried but had little effect on changing her son's attitude. Even through efforts on the part of our truant officers, we couldn't seem to catch up with this student.

Student Number 24 Age 14-3 Classification 32-8 Present 40 Absent 32

Sending School: Junior High Receiving School: Clark County Mental Health

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: N.A.

Reason for referral to Opportunity School: truancy, fighting, insubordination, messing pants in class

Objective 1:

This student was probably one of the most pathetic manipulative children we saw. He reminded you of a war orphan and looked, acted and smelled the part. When he wanted to work or get bathroom or smoking privileges, he would turn out the work. He completed 12 skills in reading and 14 in math.

Objective 2:

There was a point increase of 400 with this child. Most of his points were used either to buy bathroom privileges (sometimes 4 or 5 per hour) or to buy free time outside so he could look for cigarette butts.

Objective 3:

Because of truancy, being put in juvenile hall and total unmanageability with the State Welfare people, he was finally referred to Mental Health, where he finished the year. We may get this one back next year, but reports indicate he has shown improvement and may be placed in a regular school next year.

Objective 4:

Because of involvement with State Welfare, the home communication was held to working with the State Welfare worker.

Student Number 25 Age 13-2 Classification 32-8 Present 74 Absent 12

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: 4 months

Reason for referral to Opportunity School: vandalizing bicycles, refuses to work in class, truant

Objective 1:

This young man came to Opportunity School as a regular student and asked to get into Interim because he needed "special help". He was evaluated and placed in Interim. It was evident that academically he was far behind, but he was a steady, willing student who finished 14 skills in reading and 35 in math. Socially, he adjusted very well to the class and thoroughly enjoyed his "special help".

Objective 2:

This student had an average gain of 400 points during his stay with us. Because discipline was never a problem, actually succeeding at school work seemed to become his motivation and accounted for much of the increase in points.

Objective 3:

This young man went to a different junior high where he became a "model" student and not only finished the year, but will probably be placed on a partial regular class basis for next year.

Objective 4:

The mother of this student visited the class, participated in our film and was truly concerned and pleased with her son's attitude and academic improvement. She probably did as much positive public relations for the project as anything we did.

Student Number 26 Age 13-9 Classification 30-8 Present 19
Absent 2

Sending School: Junior High Receiving School: Regular Opportunity School

Length of Stay in Interim Program: 1 month

Length of Stay in Receiving School: 5.5 months

Reason for referral
to Opportunity School: cutting classes, fighting, insubordination

Objective 1:

This young lady was with us for only one month before being transferred to regular Opportunity School classes. She completed 14 reading skills and 10 math skills. Her move was prompted by her wanting to be with her peer group. She was re-evaluated and found to be capable of giving it a try. Socially, she had more problems in regular Opportunity classes than in Interim, but she did finish the year successfully.

Objective 2:

Her average weekly point increase was 700 points. Actually, points didn't really mean that much to her. Her own motivation to do well in class accounted for much of the increase - the more work you did the more points earned.

Objective 3:

This young lady was placed back to a regular shcool for next year.

Objective 4:

Since this student was on probation, most of the home contact was carried out via her probation officer who had a good working relationship with the family.

Student Number 27 Age 14-0 Classification 32-7 Present 93
Absent 27 (JV 19)

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 6 months

Length of Stay in Receiving School: NA

Reason for referral
to Opportunity School: ditching classes, truancy, fighting

Objective 1: This student developed into one of our most productive students, He completed 14 skills in reading and 49 skills in math. He went from a very hyperactive student to one who could be tolerated in the classroom setting. The six months he was with us also showed a growing awareness of being able to interact in a positive manner with other students and people in general. Although one of the younger students seen in this group, he grew very interested in developing skills needed to get a job. This student had 28 runaway attempts - 2 of which occurred while in the Interim Program. These attempts were nonexistent when he left us. He seemed to be able to better cope with reality. He will need further help, but through the juvenile authorities and work with the family we feel this will be accomplished.

Objective 2:

When this student first came to us he was so disruptive in class that we turned to Comprehensive Mental Health for assistance. After their evaluation, he was placed on medication and a marked improvement was seen by the staff. His point earning power increased by 400 points per week by the time he left the class. If he can maintain his production level next year, we feel he will be able to close the academic gap that now prevails.

Objective 3:

This student successfully met the requirements to be placed back to a regular special education room at the last review board of the year. He will start there next fall.

Objective 4:

One of the most positive aspects of this students enrollment in the Interim Program was the fact that both of his parents were actively involved in working with their child. There were periodic unsolicited calls to the staff and the project manager. When needed for a parent conference, at least one parent always responded immediately. With the past history of runaways coupled with trouble in school, the parents are working as closely with juvenile authorities as they did with our project and future prospects of this student succeeding look favorable.

Student Number 28 Age 16-1 Classification 30-11 Present 50 Absent 40

Sending School: High School Receiving School: Dropped School

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: NA

Reason for referral to Opportunity School: truancy, inability to function in class

Objective 1:

Because of this students age, very low ability academically, belligerence towards society and lack of any home guidance, his academic output was minimal. Maturity-wise, he interacted with society such as one would expect of a 2nd grader. His greatest desires in life were to know Kung Fu and be a "pimp". Although we did have some success socially with this student, it was minimal. Academics for this student was at a frustration level almost immeasurable and because of his immature attitude, occupational readiness or awareness was not desired.

Objective 2:

Since much of the work given this student was very redundant, he learned the point system and grew to know how to earn points to do the things he wanted to.

Objective 3:

Our program as it existed did not meet the needs of placing this student back to a regular school or doing much to prepare him for the world of work.

Objective 4:

In this students case, parent involvement was totally nonexistent. All matters at home were handled by an older brother when we could find him. Despite attempts by the teacher, the project manager and the community aide, no reliable home or phone contact could be established.

Student Number 29 Age 15-9 Classification 32-9 Present 104 Absent 6

Sending School: Junior High Receiving School: High School

Length of Stay in Interim Program: 6 months

Length of Stay in Receiving School: 2.5 months

Reason for referral to Opportunity School: wouldn't do class work, profanity in class, disrupting class

Objective 1:

This student was a manipulator personified. He completed 12 skills in reading and 57 in math. In the length of time he was here it became evident to our staff that he put forth effort in the areas he wanted to (especially math) and did enough to get by in other areas. This is why a mandatory hourly point count was established.

Objective 2:

Points used to gain some reinforcement were of no value to this student. He wanted to do just enough to get by. So, a system was set up with the home, whereby, if he did not earn 150 points per class period (of which he was capable), he would be put on restriction for that night. This was very effective.

Objective 3:

This student was placed back to a regular high school and finished the year there. However, much work was needed to keep him from ditching classes while attending his new school. His manipulative manner made it easy to disappear into a large school setting.

Objective 4:

Although at her wits end, this student's mother put a lot of time and effort into trying anything and everything that was suggested. We not only called her for help, but received many unsolicited calls from her asking for help.

Student Number 30 Age 12-7 Classification 32-7 Present 82
Absent 6

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: not doing classwork, fighting in class and halls

Objective 1:

This student completed 11 skills in reading and 49 in math. This student can probably best be characterized as the class busybody. He had to know everything that went on and who was doing what and would tell you if it wasn't or somebody didn't. Socially, he did improve, although total absences of his curiosity for other people's affairs never did stop.

Objective 2:

This young man had an average weekly point increase of 400 points. He would stay in at breaks in order to get enough points to go buy donuts or hamburgers.

Objective 3:

This student was referred back to a regular special education class at the last review board of the year.

Objective 4:

Although this parent was never very active in interacting with our staff and program, she was understanding of some of our problems with her son and on occasions when he was sent home for being too disruptive, she accepted our reasoning.

Student Number 31 Age 13-6 Classification 32-8 Present 70 Absent 44

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 6 months

Length of Stay in Receiving School: 2 months

Reason for referral to Opportunity School: insubordination - hitting teacher

Objective 1:

This student was one of our real puzzlers. He fit the category of "when he was good, he was really good and when he wasn't - watch out". However, after he was put on medication his performance improved drastically with only occasional outbursts. Even at these times, he was easier to settle down than before medication times. Socially, he did improve just in the fact that he was able to blow his cool and settle down.

Objective 2:

This young man had an average weekly increase in points of 300. Most of the points he spent went for buying free time to play sports activities.

Objective 3:

This student was placed back at his old school which was the only place available at the time he returned. He lasted 2 months and to put in his own words he was "expended". His suspension was for fighting a teacher and he is now pending total exemption from the District.

Objective 4:

The mother of this student was willing to try anything suggested and did so. She was very pleased with our program and even called after her son was suspended and wanted to get him back where "people cared".

Student Number 32 Age 15-11 Classification 30-10 Present 23 Absent 29

Sending School: High School Receiving School: Remain Interim

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: non-attendance

Objective 1:

This student had not attended school at all during the present school year before he came to us. Socially, he was no problem and even seemed to enjoy school. His old hypochondriac conditions still prevailed, but became less prevalent towards the end of his stay. He completed 3 skills in reading and 10 in math.

Objective 2:

This young man increased his weekly point average by 150 points. Most of his points were spent on food.

Objective 3:

This student will return to our program next fall and hopefully, we can work on a strong vocational program for him.

Objective 4:

This student lived between his house and his aunts so a good line of communication was never really established because it always seemed like if you called one place he was never there and vice versa. He pretty much took care of the home, calling us and letting us know what was wrong with him each time he missed. We hope to improve on this situation next year.

Student Number 33 Age 15-1 Classification 32-9 Present 33
Absent 56

Sending School: Junior High Receiving School: Remain Interim

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: excessive tardies, truancy

Objective 1:

Although we were not successful in returning this student, to us, he was one of our biggest successes. He was an habitual truant and at 15-1 read at the first grade level. Despite being low academically, the young man could tear an engine down and rebuild it. Socially, he improved in the fact that he grew to be able to accept reality and time schedules. He completed 7 reading skills and 10 math skills (all very low level).

Objective 2:

This young man's average weekly points were increased by 150 points. Because points were on a basis of work completed, he had to work very hard to increase his points even this much.

Objective 3:

This student will be retained in Interim for next year and hopefully, we will be able to work out a part-time job at a local garage in conjunction with our program. If possible, placement back to high school will be made on the basis of his working part-time for credit along with his school work.

Objective 4:

The truant officer played a much greater role in helping this student than did his mother. She was very ineffective with him. The truant officer took a personal interest in getting him to school. This, coupled with the student's growing attachment for his teacher and school, increased his attendance towards the end of the year.

Student Number 34 Age 16-8 Classification 30-10 Present 36 Absent 47

Sending School: High School Receiving School: Dropped School

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: N.A.

Reason for referral to Opportunity School: truancy, fighting, insubordination

Objective 1:

This student was our "first". He was a large gangly likable kid who probably had more "life experiences" than any one on the staff. He had no motivation to speak of and wanted life to support him. Except for occasional moods, and the time he went down to the 7-11 and bought a quart of beer, hid it in the bathroom and drank it on his breaks he was no problem socially. He completed 4 skills in reading and 29 in math. We were able to get him a job as a box boy, but after completing application and interview, he didn't show up for his first day of work.

Objective 2:

The average weekly point increase was 250 points.

Objective 3:

After messing up in the job situation, his performance dropped and his attitude towards school grew worse. We know now that there were things we could have done but that early in the year we were blind to them. After failing for 10 years of school and failing again in our program, he reached the mandatory age level and dropped out of school.

Objective 4:

This student's mother cooperated very much with the project manager and staff, but because her son was so independent she had little control over his actions.

Student Number 35 Age 16-10 Classification 32-11 Present 71 Absent 19

Sending School: High School Receiving School: Night High School

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: tardies, class disruption

Objective 1:

This student didn't display any of the characteristics that sent him to us while in our program. We did have to have a few talks with him and his mother because of his lazy attitude, but he was a pleasant, even polite, young man for the most part of his stay. He was one of the few students we had that had a full time job. The fact that he came to school after working all night said a lot for him.

Objective 2:

The average weekly point increase for this student was 150 points. Since he had money, dressed well and could buy almost anything he wanted, points had no intrinsic value to him.

Objective 3:

After being transferred to regular Opportunity School classes, he was placed at Urban High (a night high school), for next year. The staff and project manager feel that he will be a productive citizen we can be proud of.

Objective 4:

Although this young man did not live with his mother, she was always available to come in and talk to us. She even came to the review boards. Her love and understanding for her son was very evident. His love and respect for her was also very much there.

Student Number 36 Age 13-1 Classification 32-8 Present 59 Absent 22

Sending School: junior high Receiving School: Same junior high

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: 2.5 months

Reason for referral to Opportunity School: fighting, failure to do class work. insubordination

Objective 1:
This young man had a very belligerent, loud and explosive attitude when we first met him. After much work, this loud explosive kid started to settle down. Away from school, he was a different person - almost pleasant. It was as though school frustrated him to a point of no return. While with us, he did 6 skills in reading and 29 in math. Most of our efforts with this student took on the control of his behavior.

Objective 2:
The weekly average point increase for this student was 250 points. Most of his success came towards the end of his stay. Basketball ate up most of the points he earned. In fact, the project manager almost started to get into shape from having this student "buy" games with him.

Objective 3:
This young man went back to a school situation that was tolerable at best, but the only one available at the time. He really wanted to go and maybe should have been kept in Interim a short while longer, but a judgment was made and we both had to live with the outcome. He lasted 2.5 months and this was a constant battle. He will be back next year with Interim and from the gains we made with him last year, our chances of success for next year should be better.

Objective 4:
This young man lived with his grandmother who tried very hard to work with him, but was kind of "out of touch" with how to handle him. She was cooperative and wanted him back in our program when he was suspended from his receiving school.

Student Number 37 Age 14-11 Classification 30-8 Present 54 Absent 31

Sending School: Junior High Receiving School: Remain Opportunity School

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: N.A.

Reason for referral to Opportunity School: class problem, won't do assignments, foul language, cutting classes

Objective 1:

This young man came to us after being evaluated in the regular Opportunity School program. He was very belligerent about being put in a "special class" and did everything in his power to buck the system. He was very low academically, but insisted on his being higher, with refusal to do almost any kind of work. He completed 1 reading skill and 10 math skills.

Objective 2:

Because of a very poor attitude and an attendance problem, there was no point increase for this student.

Objective 3:

This student will be one of our first students next year in the Interim project.

Objective 4:

After contact was finally made with the mother, which was right at the end of the year, she assured us that next year she would work closely with us and we could be sure of a different attitude on her son's part. She worked days, but said that next year she would take off work and be here if we needed her.

Student Number 38 Age 15-7 Classification 30-11 Present 15 Absent 31

Sending School: High School Receiving School: Remain Interim

Length of Stay in Interim Program: 2 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: fighting, disrupting class, truancy

Objective 1:

The Black Muslims had really taken control of this boy's mind. Everything was in terms of Black and White. When he didn't get his way, he would stay home for a day or two and come back. The project manager personally spent 2 or 3 hours on several occasions talking to this student, trying to learn his philosophies, in order to better understand him. He finished 1 skill in reading and 10 in math, usually complaining that the "white" teacher spent all of his time helping the white students (2 white, 8 blacks) in the class. We never really reached this student on any kind of a social basis.

Objective 2:

There was no point increase for this student.

Objective 3:

This young man will be back with us next year and maybe through the help of our community aide (who is black), we can better understand this young man and help him reach the goals he wants.

Objective 4:

Home contact was done mainly by the community aide who said the student's philosophies permeated the home situation, also. With her help next year, maybe we can get this young man vocationally trained and put him out of the program with some skills that will help him be productive in society.

Student Number 39 Age 14-0 Classification 30-8 Present 19 Absent 4

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 1 month

Length of Stay in Receiving School: N.A.

Reason for referral to Opportunity School: tardies, threatening teacher, fighting

Objective 1: This student was with us for a very short time during which he completed 4 skills in Reading and 19 in math. It was hard to really evaluate this young man socially because he did not show many of the characteristics that sent him to us. Socially he adopted well to our class setting.

Objective 2: The average weekly point increase for this student was 250 points. We felt this was significant because of the short duration of his stay with us.

Objective 3: This student was placed back to a regular special education classroom at the last review board of the year.

Objective 4: This student's parents never came to the classroom and the only contact with them was from teacher to parent in the form of letters and phone calls to the home.

Student Number 40 Age 13-1 Classification 32-8 Present 44 Absent 13

Sending School: Comp. Mental Health Receiving School: Same Junior High

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: 4 months

Reason for referral to Opportunity School: excluded from public school to Mental Health because of bizarre behavior

Objective 1: The entire staff felt this student was one of our biggest successes of the year. We received him from comprehensive mental health and socially he was very immature with very little motivation towards school or academics. While with us, he completed 4 skills in Reading and 19 skills in Math. Although for the length of stay this is low, if you consider the social and mental progress of this youngster it is significant. His self concept and mental stability was markedly different when he left us.

Objective 2: To have this particular student increase his average weekly points by 350 points speaks for the fact that he started settling down and attending to tasks other than disrupting the class setting. He used most of his points to buy basketball privileges. Even in this area (basketball ability) he improved from the point of not being able to even dribble the ball to being able to participate in group games.

Objective 3: This student returned to the regular special education classroom and finished the year. The feedback we receive from his teacher and counsellor were very positive and supportive of our program.

Objective 4: This student's mother was one of the most active involved parents we saw. She attended meetings we held, visited the classroom and was there when review boards were held. She also felt free to call us when problems arose at home. An example was when she felt her son was getting "crusty" from not taking a bath and could we help her. We told her son after consultation on the matter that if he didn't take a bath that night we would give him one the next day. Thank God he believed us and took one. He even came in and showed us how clean his ears were.

Student Number 41 Age 13-3 Classification 32-8 Present 70
Absent 109 (JV 86)

Sending School: Junior High Receiving School: Institutionalized

Length of Stay in Interim Program: 9 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: disruptive behavior, yelling obscenities, fighting

Objective 1: Having a long history of trouble in the school setting, this student came to us as one of the most disturbed students we saw. He was very small for his age and compensated for this by his belligerent attitude. He was a super manipulator and socially knew just how far he could push everyone - his family included. He did 13 skills in Reading and 49 in Math. The social improvement seen in this student at the end of his stay was remarkable.

Objective 2: At the time of his removal from our program, he had an average weekly point increase of 250 points. He had progressed to the point of being put on a two week trial basis for possible return to a regular classroom and would have made it if not for trouble in the community.

Objective 3: Because of an unfortunate incident which occurred in the community, he was put in Juvenile home, tried, and sent to Elko (Nev. boys' reformatory) where he will remain until he is 18 years old.

Objective 4: The interaction with the family of this child was most positive with the uncle being the catalyst that made things go. Because of much admiration for his uncle, we used him as the main change agent. Whenever we had any difficulty with this student, the uncle was called in and believe me there was change.

Student Number 42 Age 16-11 Classification 30-10 Present 46 Absent 5

Sending School: High School Receiving School: Vocational Rehab.

Length of Stay in Interim Program: 3 months

Length of Stay in Receiving School: 3 months

Reason for referral
to Opportunity School: excessive tardies, truancy

Objective 1: When this student came to us as almost 17 and with no high school credits, we were told we were wasting our time. For some reason, this young lady took a liking to us and only missed 5 out of 51 days. Socially she was a real lady and had to be forced to take many of her breaks. She completed 14 skills in Reading and 49 in Math. Her desire to get a job and gain the skills needed, were apparent when she asked if she could work on more multiplication problems so she could figure checks easier.

Objective 2: Because she put her mind to it this student had no problem in raising her average weekly points earned by 600 points. If we had not pushed her into breaks and other activities, this increase would probably have been higher.

Objective 3: This young lady was placed at a vocational rehabilitation center for training as a waitress. In this respect, coupled with a new found desire to learn, we were successful. On the other hand, because of close follow up techniques at the center or other variables beyond our control, she did not complete the course. This was very frustrating and disappointing to our staff as well as the young lady herself. Many valuable lessons were learned at her expense. We all hope and pray they will be noted in future cases that are similar.

Objective 4: This student's mother was delighted in the "individual" help her daughter was getting and visited the class, participated in the movie we made and show concern in general.

Student Number 43 Age 15-8 Classification 30-10 Present 63 Absent 8

Sending School: Nev. Youth Training Center Receiving School: High School

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: 4 months

Reason for referral
to Opportunity School: placed here from Nevada Youth Training Center, Elko, Nevada

Objective 1: Much professional and personal gratification was received by all who worked with this student. He was a very shy inward boy who came to us from the Nevada Youth Training Center (Elko). He completed 10 skills in Reading and 49 in Math. Socially, we saw this young man grow to the point of being able to freely joke with staff as well as staff. After he returned to a local high school, he started working full time as a dishwasher. An even further attitude and personal appearance change was noticed on visits to his school.

Objective 2: As his own self concept grew, so did his ability to produce academically. His average weekly point increase was 600 points.

Objective 3: This student was successfully returned to a regular high school and completed the year. Having gotten a job (which he was working towards in the Interim Program) greatly improved this young man as a person.

Objective 4: Since he was on parole, home communication was done through his Parole Officer and the person who ran the boys home where he lived. We were all very proud of his success.

Student Number 44 Age 17-2 Classification 30-11 Present 69 Absent 38

Sending School: High School Receiving School: Excluded

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: N.A.

Reason for referral to Opportunity School: truancy, fighting

Objective 1: At seventeen plus, this student was a real problem for us. He completed 7 skills in Reading and 20 in Math. Socially, he was never a problem. Since he was relying heavily on our program, this became almost the sole reinforcer for him. Jobs were scarce, we failed to find one and he dropped school.

Objective 2: The only reason this young man came to school was to get a job, but every time vocational rehabilitation or NYC came on campus to help him, he never really showed the motivational factors they were looking for.

Objective 3: This student dropped school.

Objective 4: Although this student's mother tried very hard to work with us, she had very little control on his attitude towards getting somewhere.

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Student Number 45 Age 12-7 Classification 32-7 Present 85
Absent 30 (JV 5)

Sending School: Elementary School Receiving School: Exemption

Length of Stay in Interim Program: 6 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: excluded from elementary school at the end of the 6th grade

Objective 1: At 12/7, this student came to us after being excluded from an elementary school. There was probably more work put into his case than any other student we had. He completed 9 skills in Reading and 54 in Math. His best point of progress came when he was put in a foster home and on medication.

Objective 2: Because of his sporadic behavior patterns, his average weekly point increase was 100 points. This does not clearly reflect the good weeks he had while living in his foster home.

Objective 3: Because of a situation that happened in the foster home, this young man was allowed to return home. From there it was all down hill. He became so erratic behavior wise, he was taken from our program and his home and placed in Child Haven for the remainder of the year.

Objective 4: The most consistent home communication came from his foster parents and his probation officer. Both cooperated beyond the call of duty.

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Student Number 46 Age 15-0 Classification 32-9 Present 58 Absent 13

Sending School: Junior High Receiving School: Different Junior High

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: 4 months

Reason for referral
to Opportunity School: insubordination, hitting female teacher

Objective 1: This young man turned from a belligerent student to one who worked very hard on his studies. He did 8 skills in reading and 39 in math. Socially he learned to control the temper that had gotten him suspended. Also, he attended a learning center twice a week on a program through parole subsidy.

Objective 2: The average weekly increase in points for this student was 250 points.

Objective 3: This student was successfully returned to a regular special education class and finished the year there.

Objective 4: Although never volunteering any help with working with her son this boy's mother cooperated to the best of her capabilities when a consultation between school and home was needed.

Student Number 47 Age 16-1 Classification 30-10 Present 45
Absent 34 (2 in Interim Program)

Sending School: High School Receiving School: Different High School

Length of Stay in Interim Program: 4 months

Length of Stay in Receiving School: 1 month

Reason for referral
to Opportunity School: disrupting class, sleeping in class, won't do classwork

Objective 1: This student was very immature and most of our work went towards getting him to "grow up". He did 8 skills in reading and 49 in math.

Objective 2: An average weekly point increase of 350 points was earned by this student. Spending points on sports activities took most of his points.

Objective 3: We hope a lesson was learned with this student. When it was decided he should return to a regular sp. ed. class, he said he wouldn't go to school. He went 3 days and was re-referred to our program for next year.

Objective 4: There was almost no cooperation between home and school for this student. Everyone was always picking on mom's little boy, was an attitude we never did overcome.

Student Number 46 Age 12-5 Classification [illegible] Present 61
Absent 19

Sending School: Junior High Receiving School: Same Junior High

Length of Stay in Interim Program: 5 months

Length of Stay in Receiving School: N.A.

Reason for referral
to Opportunity School: fighting in hall, insubordination

Objective 1: We worked with this student with little difficulty and his progression was steady until time of returning. He completed 6 skills in reading and 27 in math. Socially, he came to show a good understanding of his goals in education and life.

Objective 2: The average point increase for this student was 30 points.

Objective 3: This student was returned to a regular special ed. classroom. Academically, he did very well politically with the administration of this school he didn't fare too well. Despite protests from his teacher, he was sent back to Interim. He stayed with us until the end of the year and was put back again only this time at a different Jr. High. He will start there next fall.

Objective 4: The father in particular was most cooperative in working with our program. He called several times to find out how his son was doing.